



Department: ____Child Development_____
Course Title: ____Wellness of the Young Child_____
Section Name: ____TECA 1318_____
Semester: ____Spring_____
Time: ____TBA_____
Classroom: ____On-line_____

Instructor: __Mary Hanson_____
Email: __mhanson@odessa.edu_____
Office: __Sedate Hall 120_____
Phone: __432-335-6483_____
Office Hours: __Monday 9-12_____
 Tuesday 9-11_____
 Wednesday 9-12_____
 Thursday 9-11_____

Course Description:

A study of the factors that impact the well-being of the young child including healthy behavior food, nutrition, fitness, and safety practices. Focus on local and national standards and legal implications of relevant policies and regulations. Consistent with State Board for Educator Certification standards, requires students to participate in 16 hours of field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Required Texts:

Marotz, Lynn R.; Cross, Marie Z.; Rush, Jeannette M. Health, Safety, and Nutrition for the Young Child (4th Edition) Delmar Publisher, 1997

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for _____ (Source: *Odessa College Catalog of Courses*)

Outcome	ICO
1. To create a healthy menu for young children.	1) <i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. To effectively write an age-appropriate lesson plan.	2) <i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3.	3) <i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. To practice professionalism while completing lab work.	4) <i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. To set personal goals that will directly impact the student's life.	5) <i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
6. To respond to students through discussion board opinions and acquired knowledge.	6) <i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.

- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please

contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for a reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provide my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended time that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I am unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing,
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services are unavailable;
 - recognize that the college provides free WiFi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- access my courses several times during the week to keep up with assignments and announcements.

Institutional Calendar Fall 2012 (8/27-12/14)

<http://www.odessa.edu/college-calendar12-13.pdf>

Registration:

On the Web (5 am to Midnight, 7 days a week).....Apr 16-Aug 26
 In Person (See Business Hours Above)..... Apr 16-26
 ***REGISTRATION PAYMENT DEADLINE
 * For students registered who register prior to Aug 6..... Payment is DUE Aug 6 (Mon)
 * For students who register on or after Aug 6..... Due on Day of Registration
 Classes Begin.....Aug 27(Mon)
 Late Registration & Schedule Changes (Add/Drop):
 On the Web (5 am to Midnight, 7 days a week).....Aug 27-29
 In Person (See Business Hours Above).....Aug 27-29
 ** Late Registration & Add/Drop Payment Deadline..... Due on Day of Registration
 Holiday (Labor Day - Office Closed - No Classes)..... Sept 3 (Mon)
 Census Day..... Sept 12 (Wed)
 Deadline for Fall Degree Application.....Sept (Fri)
 Last Day to Drop or Withdraw with a "W"Nov 14 (Wen)
 Thanksgiving Holiday (begins 5:30 pm Tues, Nov 20)..... Nov 21-24 (Wed-Sun)
 Last Class Day..... Dec 8 (Sat)
 Final Exams.....Dec 10-13 (Mon-Thurs)
 Fall Graduation.....Dec 14 (Fri)
 End of Semester.....Dec 14 (Fri)
 College Offices Closed..... Dec 24-Jan 6 (Mon-Sun)

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students

Students enrolled in this course are typically nontraditional students. The students are usually working to teach or direct in a day care, head start facility or private or public school setting.

Course prerequisites

None

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

Please understand that this is a required course for the child development program in order to prepare you to teach and/or direct. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Check the blackboard class at least five days a week.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Grading Scale:

- "A" = 900-100
- "B" = 800-899
- "C" = 700-799
- "D" = 600-699
- "F" = 0-599

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

- **Student Information Sheet**

Attached Files: o  [Student Information Sheet.tif](#) (57.094 KB)

I realize the start of the semester can/is stressful. Filling out more paperwork can't be fun. However, it would prove helpful if you'd fill out the attached sheet. Please complete it and preferably send it back to me electronically. Or, you can fax it to me at 432-335-6703. This sheet will help me get to know you better. Please complete the form by February 1st. I am looking

forward to a wonderful semester!! Thanks for loving children,
M. Hanson



↕ Assignments Due



This class consists of the following assignments:

Lab Attendance - Please have all 30 hours of your lab experience completed no later than 4/30. (200 pts.)

Observation - Let's have our observations completed no later than 4/9. (100 pts.)

Collected Activities - Due date is 4/2. (100pts.)

Personal Goals - Due date is 1/31. (100 pts.)

Discussion Questions - Due the date the corresponding quiz is due. (200 pts.)

Quizzes - 1-3 are due by 2/5; 4-6 are due 2/19; 7-9 are due 3/5; 10-12 are due 3/19; 13-15 are due 4/2; 16-18 are due 4/2; and 19-20 are due 4/16. (200 points in total)

Final - due 4/30 (100 points)

↕ Goals

It is important to take care of oneself. We can only take care of ourself in the same manner that we can take care of others. Therefore, I'm wanting you to take time for yourself this semester and accomplish three SPECIFIC goals this semester.

These goals can range from losing weight, exercising regularly, drinking more water, taking a bubble bath with candles and music once a week (hey, it's important to relax), getting your nails done every two weeks, reading a novel for fun...the list can truly be endless.

Once you've selected your three goals, make them specific. Just saying you want to exercise regularly won't happen. Write down when you'll exercise, what type of exercise, for how long, that type of thing. For example, one of my goals is to drink more water. So, I'd write down for the instructor that I will drink a half a quart of water with lemon first thing in the morning before I drink any thing else. I'll drink the rest of the quart before lunch. I'm only allowed one diet coke in the am and one in the pm. I will have it to sip on in the mornings while sitting at my computer. I'll fill up the quart again at lunch time. I'll drink the water at lunch and continue until a second quart of water is completed. My goal is to drink a half a gallon of water a day. This goal has been made specific so that I'll likely be more successful in completing the goal. Remember to make the goals realistic. Losing 20 pounds by December isn't realistic...losing 5 pounds is realistic.

Again, email me the goals by Jan 31st. I want you to get going on your goals

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Lab Hours

It is also mandated by the state that you complete lab hours. Lab hours are when you volunteer or get paid to actually work with young children. The ages of the young child can range from 6 weeks old to 8 years old. You need to complete 30 hours at a minimum to get the credit to pass this class. This assignment is worth 200 points. You must start on your hours now as most child cares require a background check which can take up to two weeks to get back. You also must have a current TB shot. If you can complete your hours at the day care at OC called the Children's Center, then take your social security number and your driver's license to the Children's Center's office. The staff in the office will help you with the background check. It will cost you about \$40 but will be good for anywhere you go. Ask them about the TB shot as well as they have information for you as to where you can go to get the shot. Remember to go back after three days to see the results of the shot or it will not count.

- **↑ Observation**

- o  Lesson Plan Activity for Lab classes.docx (14.308 KB)

Attached is the lesson plan format to follow when I observe you teaching. The state mandates that I observe you at least once in the semester or you cannot pass. Therefore, this assignment is a must!!! You are already practicing writing lesson plans in a different assignment. You will write this. Set up an observation time. It is your responsibility to do so. Do so within the first two weeks of class please. If you are from out-of-town. Or, if you and I cannot match a time for me to come watch you teach, then video tape you teaching. My preference is to see the video still in your camera with you there. We've had so much trouble viewing the observations from copied DVD's. Even a thumb drive would be better than a DVD.

Please feel free to watch a short youtube video. Once into youtube, search for captmara. Then scroll down to the video that reads lesson plans. Or, click on this link: <http://youtu.be/xBJm1luJd8E>. This video explains what I'm looking for from you. Please do not wait on this important and necessary assignment!!!

This assignment is due no later than 4/9. This assignment is worth 100 points. Thank you.

- **↑ Discussions**

Discussion Questions are found under the Discussion Button. Please be aware of the due dates. Due to the fact that many questions exist, all of the 21 questions equvalate to 200 points. Also, due to the numerous questions to answer, you only need to respond to one other students reply per question.

The due dates are as follows:

1. Feb 5th DQ 1-3
2. Feb 19th DQ 4-6
3. Mar 5th DQ 7-9
4. Mar 19th DQ 10-12
5. Apr 2nd DQ 13-15
6. Apr 16th DQ 16-18
7. Apr 30th DQ 19-21.

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Collected Activities

Locate 40 age appropriate activities for young children. 20 activities need to cover nutritions, 10 on health and 10 on safety.

Most of your nutrition activities will involve recipies. They recipes to be possible for the young child to do herself. In other words, no frying; nothing to danger the child. Is the recipe possible for the child to cut himself using a plastic knife. We want the kids to spread the peanut butter themselves and not have the teacher to do so much for them. Write the recipe down along with any specific instructions that will help the teacher. One recipe will work as one activity. For every activity, let me know where you found the activity. Name the web site, or the teacher, or the resource book in which you found the activity. Make sure the activities are healthy. Btw, having the children cut out healthy foods from a magazine and make a collage is another example of a nutrition activity not involving real food.

When locating the 10 health activities, make sure it is an activity for the child to do herself and not so teacher directed. For example, just telling the kids the importance of washing one's hands isn't affective. However, try this approach: take a pencil and cover it with glue. Then, cover the glue with glitter. Pass it around to the students. What happened? Yes, the glitter is all over the students hands. Tell them that is what germs do, they get all over us. What should we do? Wiping our hands doesn't get very much of it off. What else could we do? Always

ask questions to get the children involved and encourage them to solve problems. When one student suggest washing hands, have them try with cold water first. More glitter comes off but not all of it. Question until one suggests warmer water or for a longer period of time under the water. The goal is for the students to witness first hand that washing hands is not only important but how long they wash hands and in warm water is the best for eliminating as many germs as possible.

Safety activities can include traffic safety (red light, green light), appropriate touches, stranger danger etc..are just a couple of examples appropriate for young children.

Please include:

1. Table of contents
2. Nutrition activities numbered 1-20 with page numbers. Write out what each activity includes as well as where you found the activity. Do the same for safety and health as well.
3. You may email me this assignment. Or, you may put it together in a notebook or folder and show me in person. If you show me in person, make an appointment. I want to be there and be able to give your assignment right back to you so that you will have this assignment later as a resource for your teaching in the future.

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Quizzes

Instead of traditional quizzes, please complete the review questions located at the end of each chapter. You may turn them in personally or you may email them to me. Please complete the questions for chapters 1-3, 4-6, 7-9, 10-12, 13-15, 16-18, 19-20. In other words, email the chapters one through three and turn those in together. Do NOT turn in review questions one chapter at a time! Please write out the question, answer and page number(s). Remember to write the class number and/or name in the subject area of the email. Thank you. The due dates will be the same as the Discussion Questions.

1-3 due Feb 5th
4-6 due Feb 19th
7-9 due Mar 5
10-12 due Mar 19th
13-15 due Apr 2nd
16-18 due Apr 16th
19-20 due Apr 30th.

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Final

Finals are nontraditional in that it will not look like a typical fill in the correct answer type of test. Instead, they are an opportunity to show ongoing learning about young children all the way through the semester. Here is what the final includes:

1. Come up with 25 test questions, answers and page numbers through out the book. Include at least two questions from each chapter. Write out each question, answer and page number. You may continue to save your work as you go on a thumb drive or in your documents. If you do so, please save your work in at least two places so as to offer you backup. Or, you may hand write your work in a regular sized spiral. This portion of your final is worth 50% of your grade.
2. Create an ideal space for school agers using just one 8 and a half by 11 sheet. You can scan your sheet and send it to me or turn it in personally. The choice is yours. I just ask that you turn in all of your work to me successfully completed and all at once. Oh, and turned in early or on time!!!! The drawn room arrangement is worth 25 % of your final.
3. The last portion of your assignment is also worth 25% of your final and includes you completing a food activitiy. Some specific explanation follows:

For this assignment, use the lab activity form as a guide to write up a lesson plan. This lesson plan format can be located under Content. This lesson plan's theme needs to involve nutrition. If you implement a book, then please include its title. If you involve a song or fingerplay, write the title and lyrics

down. Details are the key to successful teaching as well as to this assignment. Another point to adhere to: when writing your objective, please avoid the tempting words such as "learn", "understand", or "know". I realize that they become our goal. However, when writing objectives, they are to be specific. In other words, what will the children do to show you that they have learned, understood or known the material? Use the verb that depicts what the child will do that proves his knowledge. For instance, "The children will create a collage of shapes." Or, "The children will graph their favorite ice cream." Keep the verb measurable and specific and you'll be fine.

Avoid worksheets. They limit what a young child can do. Open-ended activities prove best. These activities mean there are many right ways of completing the project. Providing a model for the children to follow limits their creativity as well so do not provide a finished copy of what you think it should look like. How can a five-year-old compete with a grown-up on her finished project. And that's really the thing, adults focus on the finished product whereas kids focus on the process. It's what they are learning as they are working that is important. Think of the adage: "It's the process, not the product", when working with young kids.

This assignment is due no later than 4/30/12. But understand, the way this final is set up, you are welcome and encouraged to turn in your assignment before the due date. Things get harried at the end of each semester. Both of our stress levels will be a minimal with successful, complete work turned in at a timely manner. Thank you.

ASSIGNMENT "A": description

Schedule (Tentative and Subject to Change)

Date		Topic	Assignment	Assignment Submission
1/31			Personal Goals	Email to me
2/1			Student Information Sheet	Email to me please or hand deliver.
2/5				Email me the

2/19			Discussion Questions and Quizzes for chapters 1-3 are due.	quizzes and submit DQ responses through blackboard
			Discussion Questions and Quizzes for chapters 4-6 are due.	Email me the quizzes and submit DQ responses through blackboard
3/5				
			Discussion Questions and Quizzes for chapters 7-9 are due.	Email me the quizzes and submit DQ responses through blackboard
3/19				
			Discussion Questions and Quizzes for chapters 10-12 are due.	Email me the quizzes and submit DQ responses through blackboard
4/2			Collected Activities	Email to me or hand deliver.
4/2				
4/2			Discussion Questions and Quizzes for chapters 13-15 are due.	Email me the quizzes and submit DQ responses through blackboard
4/8			Discussion Questions and Quizzes for chapters 16-18 are due.	Email me the quizzes and submit DQ responses through blackboard
4/9			Observation	This assignment is to be set up with me in early February. You will either set up a time for me to come watch you teach following a specific lesson plan or you will create and send me a you tube video

4/16				<p>of you teaching the activity. Or, you may video tape you teaching and then bring the camera and written lesson plan to me.</p>
4/30			<p>Discussion Questions and Quizzes for chapters 19-20 are due.</p> <p>Lab Hours</p>	<p>Email me the quizzes and submit DQ responses through blackboard</p> <p>Electronically scan me a copy of your documented hours or bring by to my office.</p>